YEAR 7 TO 8 – UNIT/LESSON/ACTIVITIES RESOURCE - can be used for year 9-10 transition classes

TOPIC – CONTENT – CURRICULUM FOCUS	RESOURCE LINK	YEAR LEVEL	DESCRIPTION – CURRICULUM STRAND	ACTIVITY	ASSESSMENT
TOPIC 1: **"Language for the Screen": Film**			**VCAA – Respond and Interpret**		
• **Intro to 'Meaning' in Film.** • **Intro to concept of ideology.** • **Cinematic language.**					
	Why film?: https://thoughteconomics.com/the-role-of-film-in-society/	YEAR 8	Film as text – contextual reference to the role of film within society. Address this as current issues in media.	Activity: in class read and class discussion. 20 minutes **Activity Question:** What does do movie mean to you? What other reasons why you might what a film?	feedback based formative
	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. Page 4-6- Graphic	YEAR 7	Meaning and Context – diagram great resource Cinematic language – technical codes and symbolic table p.5	Information and resource for learning	N/A
	a) Visual literacy – meaning in film https://www.youtube.com/watch?v=I90ZluYvHic Edutopia edu b) https://nofilmschool.com/2013/07/scorsese-essay-explains-importance-of-visual-literacy	YEAR 7 YEAR 8	**CASE STUDY: "Cinematic language".** Martin Scorsese on the importance of vocabulary and visual literacy. Film context, and cultural position in the world. How ideas and emotions are expressed on film? This is article with video examples literacy and film language. Can guide materials for a lesson.	**Essential Activity 1 – Interpret strand**: watch video and pull out 3 observations relating to these questions: 1) What is visual literacy mean? Visual language 2) What are the components that make up visual literacy IN FILM? **Activity 2 –** watch video. Vocab and terminology understanding. Create a vocab list print out or quiz on Zahoot.	feedback based formative Create a quiz game on **Zahoot.** Test students understanding.
	M.P. Ossa. "What is meant by cinematic language? " *eNotes*, 11 Oct. 2012, https://www.enotes.com/homework-help/what-meant-by-cinematic-language-why-important-365932. Accessed 30 April.	YEAR 8	M.P. Ossa. "What is meant by cinematic language? " *eNotes*, 11 Oct. 2012, This is resource for teacher to build up concepts around what is meant by cinematic language in-class	**Activity –** Vocab, terminology and concept understanding. Discussion in class. Mind map – students draw.	feedback based formative Create a quiz game on **Zahoot.** Test students understanding.
	chapter 6.5 "Narrative and ideology" - Dunscombee (et.al), 2018, *Heineman Media*, Pearson Australia, p.156	YEAR 7 YEAR 8	Definition on 'meaning; page 195. Good description here. And can be more in-depth for 9-10. Expanding unit. For ideological contexts such as stereotypes.	**Activity –** Vocab, terminology and concept understanding. Discussion in class. Mind map – students draw. Informs next subject.	feedback based formative
	Teachers notes meaning in film				
• **Culture and Context** • **Values, beliefs and viewpoints** **Examples:** Film about WW2 from the world cinema and Australian Indigenous representations in film					

	Cultural meaning and context and time of production..		C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. Page 6	YEAR 7	
	https://platt.edu/blog/film-society-films-impact-society-popular-culture/	YEAR 8	Great easy to read article about impact of film – as comment on social issues. Important meaning.	**Activity** – mind map and discussion	
	Meaning: explicit and implicit meaning.	YEAR 7 YEAR 8 – editing activity.	**Activity**: Watch clips from Gallipoli, Saving Private Ryan, Dunkirk and analyse culture, context, meanings and viewpoints. Essential Activity 1 – Watch the video clips and do a mind map on key themes, viewpoints, cinematic techniques. Discuss in class WW2 FILMS and points of view from an Australian, American and British context - *Gallipoli, Saving Private Ryan, Dunkirk.* Then answer essay question: • How is meaning portrayed – use of shots, angles, colour and composition? • What does it say about the characters? • How does it make you feel? • Are there any similarities in the structure of the cinematic storytelling? Essential Activity 2 MEDIA ARTS IN PRACTICE: **Assessment**: Re-edit ONE of the film examples in the WW2 clips or the Indigenous clips to construct a different meaning. *Session in editing techniques as is topic 2* **Essential Activity 3** Analyse clips from **Rabbit Proof fence, The Sapphires, Tracey Moffatt "Night Cries".** **Indigenous viewpoints - portrayed in mainstream films:** • How are the characters portrayed? Represented? Look at the supporting characters too. • What viewpoints are made? **How can you tell the cultural viewpoints?** • The filmmakers (director, cinematographer, writer, designers) what techniques do they use? Do this in conjunction with narrative analysis and representations and mis-en-scene. See below .	**Essential Activity 1** – mind map and open. Discussion in class WW2 FILMS Gallipoli, Saving Private Ryan, Dunkirk. Then essay question: "How is meaning is portrayed – use of shots, angles, colour and composition? What does it say about the characters? **Activity 2 MEDIA ARTS IN PRACTICE:** **Assessment**: Re-edit ONE of the film clips above in activity 1 to construct a different meaning. **Essential Activity 3** – Analyse clips from Rabbit Proof fence, The Sapphires, Tracey Moffatt "night cries". Indigenous viewpoints *Do this in conjunction with narrative analysis and representations. Session in editing techniques as is topic 2.*	Formal Summative Rubric Graded Could be in eportfolio mode.
• **Purpose and audience** • **Genre theory**					
	chapter 3: "investigating narrative" Dunscombee (et.al), 2018, *Heineman Media,*Pearson Australia, p.61	YEAR 8	Text focus on story, style and genre. p.63 has great activity for genre conventions and identification.	**Activity 1** – Vocab, terminology and concept understanding. Discussion in class. Mind map – students draw. Informs next subject. **Activity 2** – activity from text	Create a quiz game on **Zahoot.** Test students understanding
	https://www.youtube.com/watch?v=7uiNqtfWvGw	YEAR 7-8	Explains genre theory. Good at overview for students	Watch video	https://www.youtube.com/watch?v=7uiNqtfWvGw

	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. Page 7 Page 147	YEAR 7	Genre p. 6 -9 discusses genre codes and conventions Audience p. 145 , p. 149. Ways audience reads texts.	N/A	Formative feedback
	Thomas Caldwell, 2017, *Film Analysis Handbook*, 2nd Edition, Insight Publications, Victoria, Australia. https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/	YEAR 7 YEAR 8	Chapter 6: The Story, the plot, the narrative. Chapter 7: genre theory: sci-fi, comedy; classical Hollywood	**Activity** – Vocab, terminology and concept understanding. Discussion in class. Mind map – students draw. Informs next subject.	Create a quiz game on **Zahoot.** Test students understanding
	Audience based research – demographics. https://www.independentcinemaoffice.org.uk/advice-support/how-to-start-a-cinema/understanding-audiences/ https://www.screenaustralia.gov.au/getmedia/ad36c02b-4fb7-497a-bcc0-758a33ad0705/Pathway-to-Audience-Guide.pdf	YEAR 7 YEAR 8	This is UK based however categories for understanding audience for film helps to discuss in class topic of target audience. Screen Australia has document – understanding audience.	**Activity** – Vocab, terminology and concept understanding. Discussion in class. Mind map – students draw. Informs next subject.	feedback
	Film & Audience Teachers' Notes *[teachers' notes study guide text]*	YEAR 7 TO 8	FOR TEACHERS REFERENCE AND PDF ATTACHED		
	Chapter 6: "Media Narrative": Dunscombee (et.al), 2018, *Heineman Media,* Pearson Australia, p.156	YEAR 7 YEAR 8 End of unit Assessment .	Media narrative – introduce to concept and how audience affects this. Activity can include response to film and explore genre styles and the connection with audience.	**Essential Activity: case study and assessment** – look up audience reception of these films. Based on 3 world war films. Cultural changes in audience response and war genre films. *WW2 FILMS Gallipoli, Saving Private Ryan, Dunkirk.*	Formal Eportfolio summative
• **Constructing Reality – representations and "the symbolic"** • **Codes, Conventions** • **narrative**					

	Chapter 1.4: "Constructing Reality".. Dunscombee (et.al), 2018, *Heineman Media,*Pearson Australia, p.22	YEAR 7 YEAR 8	Intro and overview - constructing a reality. AND audience understanding. Reality and hyper-reality. P. 28. Intro discussion activity	**Activity** – Vocab, terminology and concept understanding. Discussion in class. Mind map teacher lead.	n/a
	Thomas Caldwell, 2017, *Film Analysis Handbook*, 2nd Edition, Insight Publications, Victoria, Australia. https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/		Chapter 1: The basics: A Shot, A scene, A frame, framing, narrative and genre.	**Essential Activity** – Vocab, terminology and concept understanding. Discussion in class. Mind map – students draw. **Activity two – Media arts in practice** Students go out and replicate these shots as a moving image to understand conventions. Use passage from script "Good Will Hunting"; students to storyboard this TOPIC 2 has resources here. https://www.youtube.com/watch?v=mjl8JtOf39I	Create a quiz game on **Zahoot.** Test students understanding. BOTH MODES of assessment.
	chapter 3.2: "Narrative and story". Dunscombee (et.al), 2018, *Heineman Media,*Pearson Australia, p.64	YEAR 7-8 YEAR 9-10	Summary on concepts for year 7-8. Deeper analysis for year 9-10	Vocab, terminology and concept understanding. Discussion in class.	formative Create a quiz game on **Zahoot.** Test students understanding.
	https://ed.ted.com/lessons/the-key-to-media-s-hidden-codes	YEAR 8	Video and content "Colours, camera angles and logos in the media can all prompt immediate associations with emotions, activities and memories. Learn to decode the intricate system of symbols that are a part of everyday life".	**Activity** – in class video for informed, deeper understanding	Informal Create a quiz game on **Zahoot.** Test students understanding.
		YEAR 7 YEAR 8	There is attached glossary of terms useful. "Micro Film Form: A Basic Glossary Of The Terms" by Josh Bailey (A summary of the basic vocabulary of cinematic visual communication).	**Activity** – Vocab, terminology and concept understanding. Discussion in class.	Informal Create a quiz game on **Zahoot.** Test students understanding.
	chapter 6.2 "Conventions of narrative storytelling" Dunscombee (et.al), 2018, *Heineman Media,*Pearson Australia, p.160	YEAR 7-8 YEAR 9-19	Describe meaning for Years 7-8 – 9-10 deeper analysis	**Activity ideas** – watch opening sequence of film "Dark Knight" or "Mary Poppins"- can tailor for each level. How does story develop?, Watch opening sequence of film – what does it tell about characters, story?	Create a quiz game on **Zahoot.** Test students understanding.
	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. page 135	YEAR 7 - 8	• Movies signs and symbols • Representing reality – resource topic p. 35 to 37 how to analyse representations:	**Activity 1**: Title sequence of a movie – analyse a title sequence in terms of denotation and connotation of signs? What does the film tell us?	FORMATIVE

			codes/conventions, discourses, framing, narrative analysis. • Story analysis – plot, character, hero journey. P.145 table reference	**Activity 2** – make a list of films your scene recently and decide which one is protagonist and which is antagonist? Explain your reasons	
•					
• **Camera Techniques and cinematography.**					
i) Shot sizes	https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-beginner/shot-types/	YEAR 7 YEAR 8	Analysis and examples of shot times from Melbourne base ACMI, education.	**Activity** – Vocab, terminology and concept understanding. Discussion in class.	Create a quiz game on **Zahoot.** Test students understanding
	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. Page 11	YEAR 7-8 YEAR 9-10	Shot size print out see webpage attachment	**Activity – take home page**	N/A
ii) Framing and Composition	https://www.youtube.com/watch?v=4a__UfDuiJY&index=4&list=PLvzOwE5lWqhQgJLbM0CzEM4sKW79pCGCQ Rules of composition: video https://www.youtube.com/watch?v=fM64ycm7tz4	YEAR 7 YEAR 8	Good video for description of composition and shot sizes. Meaning and intent. 4-minute video. From Motion Array tutorials. Young presenter who provides clear descriptions.	**Activity - what video with this topic**	N/A
iii) Depth of Field	https://www.youtube.com/watch?v=yTCPH5lj3kY FiveMinuteFilmSchool	YEAR 7	Explaining depth of field for photography and cinematography. Clear , detailed and with diagrams.	**Activity - what video with this topic**	N/A
iv) Camera angles and movement	"8 Brilliant In-camera movements": https://www.youtube.com/watch?v=h2c3JZ6X3f8	YEAR 8	Cine fix Camera Movement List: 1) The Assassination of Jesse James by the Coward Robert Ford 2) 20th Century Women 3) Marnie 4) The Passenger 5) The Candidate (short film by David Karlak)	**Activity - what video with this topic**	N/A
General resource and text/activities for in class.	Thomas Caldwell, 2017, *Film Analysis Handbook*, 2nd Edition, Insight Publications, Victoria, Australia. https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/	YEAR 7	Chapter 3: Cinematography. Analysis of the principles of camera and lighting to tell the story.	**Essential Activity - with this topic** **MEDIA ARTS IN PRACTICE:** **Combine this topic with Mise-en-scene** **Essential activity – SEE END OF MIS-EN-SCENE AND LIGHTING CORES.**	FORMATIVE AND SUMMATIVE AT THE END BY MEDIA PRODUCT, DEMONSTRATION OF ABILITIES, SKILLS AND CONCEPTS LEARNT.
Extra video and examples:	https://www.youtube.com/watch?v=MflanZimZR8 from: DSLRguide	YEAR 7 YEAR 8	Composition + Framing - Storytelling with Cinematography	**Essential Activity - what video with this topic – good final viewing to understand concepts**	FEEDBACK AND FORMAITIVE
• **Mise-en-scene – production design (set design/props), costume design**					
HOW MEANING IS MADE?	www.filmanalysis.coursepress.yale.edu/mise-en-scene	YEAR 7-8 YEAR 9-10	This page explains the components in mise-en-scene with description and analysis. Great as a reference for both Year 7-8 and Year 9-10.	**Activity** – Vocab, terminology and concept understanding. Discussion in class.	Create a quiz game on **Zahoot.** Test students understanding

	www.media.codes/mise-en-scene-symbolic-codes	YEAR 8	This page is for media students – an additional resource, local content and explains mise-en-scene – symbolic codes.	**Activity** – Vocab, terminology and concept understanding. Discussion in class.	Create a quiz game on **Zahoot.** Test students understanding
	Thomas Caldwell, 2017, *Film Analysis Handbook*, 2nd Edition, Insight Publications, Victoria, Australia. https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/	YEAR 8 YEAR 9-10	Chapter 2: mise-en-scene. Theories and Activities discussed to create lesson plan for deep learning. Great reference and resource here.	**Activity - what video with this topic**	N/A
	chapter 6 "technical codes". Dunscombee (et.al), 2018, *Heineman Media,*Pearson Australia, p.179 specifically		Mise-en-scene section. **Activity:** p.183 "Chose a scene from film narrative- discuss how mise-en-scene develops plot, character and narrative?	**Activity - what video with this topic**	N/A
	https://writingcenter.unc.edu/tips-and-tools/film-analysis/	YEAR 7 OR 8	Description and analysis suggestions. https://www.youtube.com/watch?v=wNXNEs2eBkg role of production designer **ESSENTIAL Activity 1.11:** "Choose a scene from film narrative- discuss how mise-en-scene develops plot, character and narrative? EXAMPLES: BATMAN (1989) AND MARY POPPINS (1964) SUGGESTIONS: LA CONFIDENTIAL (1997), THE DRESSMAKER (2015), STAR WARS (1977), HARRY POTTER (2003), VERTIGO (1958) **QUESTIONS:** **Essential Activity or assessment questions:** **What clip for 3 films and pick one and answer question:** - What does the setting say about certain characters? How are props used to reveal aspects of their personality? - What effects are created in a scene, and what is their purpose? - What does the setting say about certain characters? How are props used to reveal aspects of their personality? - What effects are created in a scene, and what is their purpose? - How does the film attempt to achieve its goal by the way it looks, and does it succeed?	**Essential Activity or assessment questions:** EXAMPLES: BATMAN (1989) AND MARY POPPINS (1964) SUGGESTIONS: LA CONFIDENTIAL (1997), THE DRESSMAKER (2015), STAR WARS (1977) **What clip for 3 films and pick one and answer question:** What does the setting say about certain characters? How are props used to reveal aspects of their personality? What effects are created in a scene, and what is their purpose? How does the film attempt to achieve its goal by the way it looks, and does it succeed? **Refer to Media arts practice regarding costume design and productions design roles in film**	Summative Formal rubric
	Film clips: https://filmanalysis.coursepress.yale.edu/film-clips-index/		Compilation of clips from films that reflect style, cinematography and editing techniques		
	https://www.youtube.com/watch?v=tILIeNjbH1E&list=PL3YtTVJAP1QBfX6o59MGQ95PJ1Ur31Xk5&index=11&t=71s		10 best uses of colour in film	**Case study production designer Stuart craig and Rick Carter.**	

• **Lighting – techniques and visual styles**					
	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. Page 19	YEAR 7 YEAR 8	3-point lighting design – basic orientation for lighting techniques	N/A – information sheet , page 19 to aid understanding	N/A
	Practical examples of cinematic lighting techniques: https://www.youtube.com/watch?v=eZ5hpcn6tIM	YEAR 7-8	This video based in USA - https://fulltimefilmmakercourses.com/ - they demonstrate easy, practical ideas and techniques all students can try in their next media project.	**Activity** Watch video as part and discuss	Feedback formative
	Thomas Caldwell, 2017, *Film Analysis Handbook*, 2nd Edition, Insight Publications, Victoria, Australia https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/	YEAR 8	Chapter 2: Lighting section that describes basic elements of lighting with references.	**Activity** What video and discuss	Feedback formative
	https://writingcenter.unc.edu/tips-and-tools/film-analysis/	YEAR 8	**Tools for film analysis – understanding lighting techniques**	**Activity- respond- assessment questions:** How is the lighting used to construct mood? Does the mood shift at any point during the film, and how does that shift in mood created? **Activity two – Media arts in practice:** Students get to map out and "plot" lighting plan, blocking and staging of a scene, camera moved. Team with storyboarding and with Activity in Codes and conventions "Good Will Hunting".	Feedback formative
• **Editing – shot by shot relationship in screen language by creating meaning**	https://www.youtube.com/watch?v=UnRvCHsxrRI		Gangs of New York example		
	https://filmanalysis.coursepress.yale.edu/editing/	YEAR 8	Detailed description of film editing techniques that adds to story-telling.	**Essential activity – watch video**	N/A
	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. Page 21 Page 25	YEAR 7-8	Concept of montage and shot by shot explained Classic continuity editing is explained	**Activity** – View action film sequence – Hunger Games talk about styles of editing that is seen. Class activity – in pairs	Formative
	https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/ Thomas Caldwell, 2017, *Film Analysis Handbook*, 2nd Edition, Insight Publications, Victoria, Australia	YEAR 7-8 YEAR 9	Chapter 4: editing – breaking down cuts, wipes, transitions and the "language of editing".	**Activity** – review and vocab list	Create a quiz game on **Zahoot**. Test students understanding
• **Sound design and music (how it makes meaning)**					

	C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3rd Edition), John Wiley and sons Australia Lty Ltd. P.25	YEAR 7-8	Describes how the relationship between sound, image and story interacts to create meaning.	**Activity**: Analyse an action sequence and relay how sound and soundtrack enhance the story elements	formative
	Case study: Case Study: Anne Breslin Sound Designer https://www.youtube.com/watch?v=92bsbPl8N1w		**Case study on an Australian Screen Professional.**		
	STAR WARS (1977) **Article below on film music composition. Great to reference star wars** **Sourced :** Celebrating Star Wars Themes: Uses of the Force Theme Posted on November 8, 2015 by Mark Richards		**Film score analyse – STAR WARS, clip watch and see.** ESSENTIAL ACTIVITY Describe how the relationship between sound, music, image and story interacts to create meaning. **Activity**: Analyse an action sequence and relay how sound and soundtrack enhance the story elements. GANGS OF New York AS EXAMPLE.		